

**Texas Education Agency
Standard Application System (SAS)**

| 2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5 | | |
|--|---|--|
| Program authority: | P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g) | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period | February 1, 2017, to July 31, 2020, pending future federal allocations | |
| Application deadline: | 5:00 p.m. Central Time, September 15, 2016 | Place date stamp here. |
| Submittal information: | Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div> | |
| Contact information: | Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427 | |
| Schedule #1—General Information | | |

Part 1: Applicant Information

| | | | |
|--------------------------|-------------------|-----------------|---------------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| La Joya ISD | 108912-049 | Domingo Treviño | |
| Vendor ID # | ESC Region # | DUNS # | |
| 746001550 | 1 | 024102451 | |
| Mailing address | | City | State ZIP Code |
| 301 S. Inspiration Blvd. | | Alton | TX 78573 |

Primary Contact

| | | | |
|--------------|-------------------------|-----------|--------------|
| First name | M.I. | Last name | Title |
| Jose | T. | Garcia | Principal |
| Telephone # | Email address | | FAX # |
| 956-323-2810 | j.garcia2@lajoyaisd.net | | 956-323-2811 |

Secondary Contact

| | | | |
|--------------|----------------------------|-------------|------------------------|
| First name | M.I. | Last name | Title |
| Aissa | I. | de la Garza | Curriculum Facilitator |
| Telephone # | Email address | | FAX # |
| 956-323-2810 | a.delagarza3@lajoyaisd.net | | 956-323-2811 |

Part 2: Certification and Incorporation

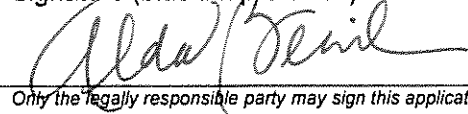
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

| | | | |
|--------------|---------------------------|-----------|---------------------------|
| First name | M.I. | Last name | Title |
| Dr. Alda | T | Benavides | Superintendent of Schools |
| Telephone # | Email address | | FAX # |
| 956-323-2002 | a.benavides@lajoyaisd.net | | 956-323-2010 |

Signature (blue ink preferred)

Date signed



9/28/16

Only the legally responsible party may sign this application.

701-16-105-042

Schedule #1—General Information

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See important Note for Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|--|----------------|--|
| No fiscal-related attachments are required for this grant. | | |

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|--|---|--|
| No program-related attachments are required for this grant | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> . |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> . |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> . |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds. |
| 4. | The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified. |
| 5. | <p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA. |
| 6. | The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors. |
| 7. | <p>The LEA/campus provides assurance that if it selects to implement the Transformation Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms. |

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| | <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p> |
| 8. | <p>The LEA/campus provides assurance that if it selects to implement the Texas State-Design Model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> Improves student academic achievement or attainment Is implemented for all students in the school Addresses in a comprehensive and coordinated manner: <ul style="list-style-type: none"> improvement in school leadership improvement in teaching and learning in academic content areas professional learning for educators student non-academic supports <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. Provide a rigorous course of study that enables students to receive a high school diploma and complete |

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- the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
 4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
 5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
 - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
 - (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

- 10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

- 11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

- 9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:
 - 1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
 - 2. Offer full-day kindergarten.
 - 3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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| | <ul style="list-style-type: none"> (B) High-quality professional development for all staff; (C) A child-to-instructional staff ratio of no more than 10 to 1; (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications; (E) A full-day program; (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities; (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry; (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities; (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; (J) Program evaluation to ensure continuous improvement; (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; (L) Evidence-based health and safety standards. <ol style="list-style-type: none"> 4. Provide educators, including preschool teachers, time for joint planning across grade levels. 5. Replace the principal who led the school prior to the commencement of the early learning model. 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ul style="list-style-type: none"> (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (B) Are designed and developed with teacher and principal involvement; 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators. 9. Use data to identify and implement an instructional program that is: <ul style="list-style-type: none"> (A) Research-based; (B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: <ul style="list-style-type: none"> (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p> |
| 10. | <p>The LEA/campus provides assurance that if it selects to implement the Turnaround Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; |

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|-----|---|
| | <ol style="list-style-type: none"> 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p> |
| 11. | <p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area |

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| | |
|-----|--|
| | (C) Non-academic supports for students (D) Family and community engagement |
| 12. | <p>The LEA/campus provides assurance that if it selects to implement the Restart Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ol style="list-style-type: none"> significant improvement in academic achievement success in closing achievement gaps either within a school or relative to other public schools High school graduation rates No significant compliance issues in the areas of civil rights, financial management and student safety. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p> |
| 13. | <p>The LEA/campus provides assurance that if it selects to implement the Closure Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p> |
| 14. | <p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a rural LEA applicant may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p> |
| 15. | <p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p> |
| 16. | <p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p> |
| 17. | <p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p> |
| 18. | <p>The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.</p> |

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| 19. | The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan. |
| 20. | The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations. |
| 21. | The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors. |
| 22. | The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models. |
| 23. | The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 24. | The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA. |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

Revised Annual Budget Breakdown

| Year 1 2016-2017 | Year 2 2017-2018 | Year 3 2018-2019 | Year 4 2019-2020 | 4-Year Total Budget Request |
|---------------------|---------------------|---------------------|---------------------|--------------------------------|
| \$ | \$ | \$ | \$ | \$ |

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

| | | |
|--------------------------|------------|-------------|
| School Enrollment | 885 | 100% |
| LEP | 493 | 55.7% |
| Economic Disadvantage | 863 | 97.5% |
| Special Education | 69 | 7.8% |
| At-Risk | 575 | 64.9% |

Domingo Treviño Middle School has been identified as a campus needing improvement and designated as a Priority Focus school. After evaluating the programs which are in place and disaggregating student data, we conducted meetings with major stakeholders comprised of teachers, parents, students and administrators and reviewed their input. We found that we are in need of additional support in the areas of teacher/administrator professional development, instructional technology, and educational resources to improve the effectiveness of our current academic programs. There is also a need to increase our parental involvement and student participation in tutorial and enrichment programs to ensure the success of all students but specifically our targeted population. To continue our efforts with existing programs, we want to enhance and supplement our efforts to maximize our students' success. Additionally, we need to align and write curriculum to meet our specific campus needs. This will require that proper measures and additional resources be provided for teachers with substitute teachers during the school year and pay teachers to create curriculum and timelines in their content area during the summer. Additionally, there is a need to purchase resources that support the STAAR exam. These resources must be well aligned to STAAR. In order to sustain our efforts and improve our current status we plan to supplement our existing programs.

To address the needs of Domingo Treviño Middle School (DTMS), students we have chosen the whole-school reform model because our campus/district goals and objectives align with said model. To assist in the improvement with academic success, we have chosen the Success for All (SFA) whole school-reform model to be used for all of our students from 6th to 8th grade. With this model, we aim to improve our scores by at least 3%.

Success for All is a program that uses a comprehensive approach to school improvement. It focuses on academic success for all students especially in reading. The SFA aims to provide programs to ensure that all students, from all backgrounds, achieve at the highest academic levels through the following:

- Cooperative learning is used in all classes so that students work together productively to learn and take responsibility for one another.
- Technology is incorporated in all classes to enhance teaching and learning.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Classroom instruction is engaging and exciting to all students.
- Student learning is constantly and consistently monitored.
- Teachers teach the whole child—social and emotional learning, behavior, and cooperation are as important as academics.
- Professional development is provided constantly.
- All stakeholders are involved in support of student success.
- An in house facilitator works with teachers every day to help every teacher succeed and grow in skill and sophistication.
- There is a strong research base in every component of SFA and in the program as a whole.

A Success for All school is an exciting place to teach and learn. Teachers work in teams to help one another develop as professionals. They gain the satisfaction of seeing students excited about learning and proud of their progress.

Success for All approach is built on the following five integrated elements.

Leadership for Continuous Improvement

School leaders, teachers, and other school staff work in collaboration to quarterly goals, select leverage points for improvement, measure progress, and celebrate successes.

Powerful Instruction

All instruction is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Tutoring tool to provide individualization and extra practice time.

Professional Development and Coaching

Implementation is supported by extensive, job-embedded professional development and coaching that enables teachers and school leaders to make the most of research-proven approach.

Schoolwide Support and Intervention Tools

Proven strategies focus on attendance, parental involvement, positive school culture, family needs, health issues, and individual student support to make sure that students are in school and ready to learn.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

Budget Summary

| Schedule # | Title | Class/ Object Code | Year 1 Program Cost | Year 1 Admin Cost | Year 2 Program Cost | Year 2 Admin Cost | Year 3 Program Cost | Year 3 Admin Cost | Year 4 Program Cost | Year 4 Admin Cost | Total Budgeted Cost across all Years |
|--------------|---|--------------------------|---------------------------|----------------------|---------------------------|----------------------|---------------------------|----------------------|---------------------------|----------------------|--|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$588000 | \$ | \$0 | \$592000 | \$0 | \$620000 | \$0 | \$632000 | \$2432000 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$158120 | \$0 | \$0 | \$318120 | \$0 | \$178120 | \$0 | \$178120 | \$832480 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$500000 | \$0 | \$0 | \$500000 | \$0 | \$500000 | \$0 | \$500000 | \$2000000 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$121000 | \$0 | \$35000 | \$121000 | \$0 | \$121000 | \$0 | \$121000 | \$519000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$506060 | \$0 | \$0 | \$371640 | \$0 | \$371640 | \$0 | \$371640 | \$1620980 |

Consolidate Administrative Funds ☐ Yes ☐ No

Total direct costs:

\$1873180

\$35000

\$1902760

\$0

\$1802760

\$7404460

Percentage% indirect costs (see note):

N/A

\$

N/A

\$

\$

Grand total of budgeted costs (add all entries in each column):

\$1873180

\$35000

\$1902760

\$0

\$1802760

\$7,404,460

Administrative Cost Calculation

Enter the total grant amount requested:

\$7404460

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

\$370223

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Year 1 Amount Budgeted | Year 2 Amount Budgeted | Year 3 Amount Budgeted | Year 4 Amount Budgeted | Total Budgeted Costs across all Years |
|---|---|--|---|------------------------|------------------------|------------------------|------------------------|---------------------------------------|
| Academic/Instructional | | | | | | | | |
| 1 | Teacher | | | \$ | \$ | \$ | \$ | \$ |
| 2 | Educational aide | | | \$ | \$ | \$ | \$ | \$ |
| 3 | Tutor | | | \$ | \$ | \$ | \$ | \$ |
| Program Management and Administration | | | | | | | | |
| 4 | Title | | | \$ | \$ | \$ | \$ | \$ |
| 5 | Title | | | \$ | \$ | \$ | \$ | \$ |
| 6 | Title | | | \$ | \$ | \$ | \$ | \$ |
| Auxiliary | | | | | | | | |
| 7 | Title | | | \$ | \$ | \$ | \$ | \$ |
| 8 | Title | | | \$ | \$ | \$ | \$ | \$ |
| 9 | Title | | | \$ | \$ | \$ | \$ | \$ |
| Other Employee Positions | | | | | | | | |
| 10 | TTIPS Grant Campus Coordinator | 1 | | \$82000 | \$82000 | \$82000 | \$82000 | \$328000 |
| 11 | TTIPS Grant Clerk | 1 | | \$25,000 | \$25,000 | \$25,000 | \$25,000 | \$100000 |
| 12 | Community Liaison/Parent Coordinator | 1 | | \$60,000 | \$60,000 | \$60,000 | \$60,000 | \$240000 |
| 13 | Subtotal employee costs: | | | \$167000 | \$167000 | \$167000 | \$167000 | \$668000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | | | |
| 14 | 6112 | Substitute pay | | \$100,000 | \$100,000 | \$100,000 | \$100,000 | \$400000 |
| 15 | 6119 | Professional staff extra-duty pay | | \$200,000 | \$200,000 | \$200,000 | \$200,000 | \$800000 |
| 16 | 6121 | Support staff extra-duty pay | | \$40,000 | \$40,000 | \$60,000 | \$70,000 | \$210000 |
| 17 | 6140 | Employee benefits | | \$81,000 | \$85,000 | \$93,000 | \$95,000 | \$354000 |
| 18 | 61XX | Employee stipends | | \$ | \$ | \$ | \$ | \$ |
| Specify amounts and criteria to earn stipend: | | | | | | | | |
| 19 | Subtotal substitute, extra-duty, benefits costs | | | \$ 421000 | \$ 425000 | \$ 453000 | \$ 465000 | \$1764000 |
| 20 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$588000 | \$592000 | \$620000 | \$632000 | \$2432000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

| 6269 | Expense Item Description | Year 1 | Year 2 | Year 3 | Year 4 | Total Budgeted across all Years |
|------|---|--------|--------|--------|--------|---------------------------------|
| | Rental or lease of buildings, space in buildings, or land | | | | | |
| | Specify purpose: | \$ | \$ | \$ | \$ | \$ |
| | a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | \$ | \$ | \$ | \$ | \$ |

Professional and Contracted Services

| # | Description of Service and Purpose | Year 1 | Year 2 | Year 3 | Year 4 | Total Budgeted across all Years |
|----|--|----------|----------|----------|----------|---------------------------------|
| 1 | ASCPL Differentiating Instruction for ELL/ Professional Development | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$24000 |
| 2 | Renaissance Learning/ Reading Monitoring System/ Professional Development | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$16000 |
| 3 | Response to Intervention Reading & Math Strategies/ Professional Development | \$7,000 | \$7,000 | \$7,000 | \$7,000 | \$28000 |
| 4 | Working on the work/ class strategies / professional Development | \$8,120 | \$8,120 | \$8,120 | \$8,120 | \$32480 |
| 5 | Model School/ Conference/ Leadership training/ Professional Development | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$60000 |
| 6 | Consulting with Pearson for Training of 30 Teacher on 8 Effective Strategies plus 3 day Orientation over two year period | \$30000 | \$30000 | \$30000 | \$30000 | \$120000 |
| 7 | Consulting service will evaluate the level of rigor in all core subject area classrooms. (50 teachers @ \$20,000) | \$20000 | \$20000 | \$20000 | \$20000 | \$80000 |
| 8 | Technology integration trainings (70 staff x 5 daysx\$2000 a day) | \$28000 | \$28000 | \$28000 | \$28000 | \$112000 |
| 9 | Success For All Foundation Contact Services | \$40000 | \$200000 | \$60000 | \$60000 | \$360000 |
| 10 | | \$ | \$ | \$ | \$ | \$ |
| 11 | | \$ | \$ | \$ | \$ | \$ |
| 12 | | \$ | \$ | \$ | \$ | \$ |
| 13 | | \$ | \$ | \$ | \$ | \$ |
| 14 | | \$ | \$ | \$ | \$ | \$ |
| | b. Subtotal of professional and contracted services: | \$158120 | \$318120 | \$178120 | \$178120 | \$832480 |
| | c. Remaining 6200—Professional and contracted services that do not require specific approval: | | | | | \$ |
| | (Sum of lines a, b, and c) Grand total | \$158120 | \$318120 | \$178120 | \$178120 | \$832480 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #9—Supplies and Materials (6300) | | | | | | | | | | |
|---|---|---|----------|----------|-----------|----------|----------|----------|----------|---------------------------------|
| County-District Number or Vendor ID: 108-912-049 | | Amendment number (for amendments only): | | | | | | | | |
| Supplies and Materials Requiring Specific Approval | | | | | | | | | | |
| Expense Item Description | | | | | | | | | | |
| | Technology Hardware- not capitalized | | Purpose | Quantity | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Total Budgeted Across all Years |
| | # | Type | | | | | | | | |
| 63XX | 1 | | | | | \$ | \$ | \$ | \$ | \$ |
| | 2 | | | | | \$ | \$ | \$ | \$ | \$ |
| | 3 | | | | | \$ | \$ | \$ | \$ | \$ |
| | 4 | | | | | \$ | \$ | \$ | \$ | \$ |
| | 5 | | | | | \$ | \$ | \$ | \$ | \$ |
| 63XX | Technology Software- not capitalized | | | | | \$ | \$ | \$ | \$ | \$ |
| | Specify type/purpose: | | | | | \$ | \$ | \$ | \$ | \$ |
| 63XX | Textbooks/Curricular Materials | | | | | \$ | \$ | \$ | \$ | \$ |
| | Specify type/ purpose: | | | | | \$ | \$ | \$ | \$ | \$ |
| 63XX | Supplies and materials to be used as student incentives | | | | | \$ | \$ | \$ | \$ | \$ |
| | Specify type/ purpose: | | | | | \$ | \$ | \$ | \$ | \$ |
| Supplies and Materials that do not Require Specific Approval | | | | | | | | | | |
| 6300 | Supplies and materials that do not require specific approval: <i>Toner and ink cartridges, jump drives, multi media lamps, document camera lamps, memory cards, CDs, External hard drives, laptop carrying bags, ipad covers, replacement keyboards, VGA cables, power adapters, computer microphones, headphones, paper, pens, pencils, extra enrichment materials</i> | | \$500000 | \$500000 | \$500000 | \$500000 | \$500000 | \$500000 | \$500000 | \$2000000 |
| | Grand total: | | \$500000 | \$500000 | \$500000 | \$500000 | \$500000 | \$500000 | \$500000 | \$2000000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | | | | | |
|---|--|---|----------|----------|----------|---------------------------------|
| County-District Number or Vendor ID: 108-912-049 | | Amendment number (for amendments only): | | | | Total Budgeted Across all Years |
| Expense Item Description | | Year 1 | Year 2 | Year 3 | Year 4 | |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. | \$ | \$ | \$ | \$ | \$ |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: | \$5000 | \$5000 | \$5000 | \$5000 | \$20000 |
| 6412/6494 | Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form. | \$ | \$ | \$ | \$ | \$ |
| 6413 | Stipends for non-employees other than those included in 6419 | \$20000 | \$20000 | \$20000 | \$20000 | \$80000 |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. | \$20000 | \$20000 | \$20000 | \$20000 | \$80000 |
| 6411/6419 | Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable. | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$200000 |
| 64XX | Advisory council/committee travel or other expenses. Specify name and purpose of council: Specify types of costs: | \$ | \$ | \$ | \$ | \$ |
| 6495 | Cost of membership in civic or community organizations. Specify name and purpose of organization: Specify purpose of membership: | \$ | \$ | \$ | \$ | \$ |
| Subtotal other operating costs requiring specific approval: | | \$11000 | \$11000 | \$11000 | \$11000 | \$44000 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$60000 |
| Grand total: | | \$121000 | \$121000 | \$121000 | \$121000 | \$484000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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| Schedule #11—Capital Outlay (6600) | | | | | | | | |
|---|---|----------|-----------|---|----------|----------|----------|---------------------------------|
| County-District Number or Vendor ID: 108-912-049 | | | | Amendment number (for amendments only): | | | | |
| # | Description and Purpose | Quantity | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Total Budgeted Across all Years |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | | | | | |
| 1 | Level Readers | N/A | N/A | \$10000 | \$10000 | \$10000 | \$10000 | \$40000 |
| 66XX—Computing Devices, capitalized | | | | | | | | |
| 2 | Mobile carts: 30 laptops per cart for student use in core area classrooms | 12 | \$17210 | \$68840 | \$34420 | \$34420 | \$34420 | \$189310 |
| 3 | Mobile carts: 30 iPads per cart for student use in core area classrooms | 10 | \$17210 | \$34420 | \$34420 | \$34420 | \$34420 | \$1554890 |
| 4 | Laptops | 150 | \$850 | \$25500 | \$25500 | \$25500 | \$25500 | \$102000 |
| 5 | Desktop computers | 120 | \$850 | \$20400 | \$20400 | \$20400 | \$20400 | \$81600 |
| 6 | Mobile Interactive white boards | 100 | \$4000 | \$160000 | \$60000 | \$60000 | \$60000 | \$340000 |
| 7 | Curriculum on wheels | 15 | \$1250 | \$3750 | \$3750 | \$3750 | \$3750 | \$15000 |
| 8 | Document Cameras | 30 | \$600 | \$6000 | \$3000 | \$3000 | \$3000 | \$15000 |
| 9 | LCD Projectors | 125 | \$750 | \$18750 | \$18750 | \$18750 | \$18750 | \$75000 |
| 10 | iPads | 900 | \$700 | \$126000 | \$126000 | \$126000 | \$126000 | \$504000 |
| 11 | Classroom Printers | 25 | \$300 | \$1500 | \$1500 | \$1500 | \$1500 | \$6000 |
| 12 | TI Graphing Calculators | 300 | \$140 | \$8400 | \$8400 | \$8400 | \$8400 | \$336000 |
| 13 | Smart Televisions | 75 | \$1450 | \$21750 | \$21750 | \$21750 | \$21750 | \$87000 |
| 66XX—Software, capitalized | | | | | | | | |
| 14 | | | \$ | \$ | \$0 | \$0 | \$0 | \$ |
| 15 | | | \$ | \$ | \$0 | \$0 | \$0 | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | | | | | |
| 16 | Internet Routers | 20 | \$250 | \$2500 | \$500 | \$500 | \$500 | \$4000 |
| 17 | Wiring for infrastructure for internet and projectors | 75 | \$75 | \$1125 | \$1125 | \$1125 | \$1125 | \$4500 |
| 18 | Cables for internet | 75 | \$75 | \$1125 | \$1125 | \$1125 | \$1125 | \$4500 |
| 19 | Wall Mounts for Televisions | 75 | \$200 | \$3000 | \$3000 | \$3000 | \$3000 | \$12000 |
| 20 | Ceiling Mounts for Projectors | 75 | \$200 | \$3000 | \$3000 | \$3000 | \$3000 | \$12000 |
| 21 | | 20 | \$250 | \$2500 | \$34420 | \$34420 | \$34420 | \$105760 |
| 22 | | 75 | \$75 | \$1125 | \$34420 | \$34420 | \$34420 | \$104385 |
| 6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | | | | | |
| 23 | | | | \$ | \$ | \$ | \$ | \$ |
| Grand total: | | | | \$519685 | \$445480 | \$445480 | \$445480 | \$3592945 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Category | Number | Percent | Data Source |
|--|--------|---------|--|
| Total student enrollment | 885 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| African American student enrollment | 0 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic student enrollment | 884 | 99.9% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| White student enrollment | 1 | 0.1% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian student enrollment | 0 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Economically disadvantaged student enrollment | 862 | 97.5% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Limited English proficient (LEP) student enrollment | 493 | 55.7% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Special Education student enrollment | 69 | 7.8% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Disciplinary referrals | 353 | | 2015-2016 PEIMS report #425 |
| Disciplinary placements in In-School Suspension | 51 | | 2015-2016 PEIMS report #425; code #C164 |
| Disciplinary placements in Out-of-School Suspension | 148 | | 2015-2016 PEIMS report #425; code #C164 |
| Disciplinary placements in DAEP | 1 | | 2015-2016 PEIMS report #425; code #C164 |
| Disciplinary referrals for Truancy | 0 | | 2015-2016 PEIMS report #425; code #C164 |
| Attendance rate | | 95% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual dropout rate (Gr 9-12) | | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual graduation rate (Gr 9-12) | | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| STAAR / EOC met 2016 standard, mathematics (standard accountability indicator) | 558 | 63% | TEA 2016 Accountability Summary Report. |
| STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator) | 433 | 49% | TEA 2016 Accountability Summary Report. |
| ACT and/or SAT- Class of 2015, percent students Tested | | N/A% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| ACT and/or SAT- Class of 2015, percent At/Above Criteria | | N/A% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average ACT score (number value, not a percentage) | N/A% | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average SAT score (number value, not a percentage) | N/A% | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE) | | N/A % | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.



At Dominino Trevino Middle School, we have a large population of LEP students. Approximately half of our students are LEP. Largely contributing to this faction is an increasing number of students in the dual language program in elementary. The demand for second language acquisition is significant. Another factor contributing to the increasing number of LEP students is the high mobility rate. Many families come from another district, state, or even country and move to the area.

Property values are more economical. The overall campus population has increased by approximately 200 students within the last four years. Many students come from one parent households or both parents working long hours to simply meet household economical needs. Due to parents working, many of our students needs are not being met.

Students become role stakeholders in the household or assist with responsibilities. Some students leave home to meet their own needs. Several students resort to having gang-related acquaintances and friends. For the purpose of personal satisfaction and emotional contemptment from loved ones, students begin doing and dealing drugs.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Category | Number | Percent | Data Source |
|--|--------|---------|--|
| Total Staff | 83.4 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers | 63.3 | 75.9% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Professional Support staff | 10.9 | 13.1% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Campus Administration (School Leadership) | 4 | 4.8% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Educational Aides | 5.2 | 6.2% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| African American Teachers | 0 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic Teachers | 74 | 11.6% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| White Teachers | 2 | 3.2% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian Teachers | 0 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Beginning Teachers | 7.4 | 11.6% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 1-5 Years Experience | 17 | 26.8% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 6-10 Years Experience | 17.1 | 27.0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 11-20 Years Experience | 12.8 | 20.3% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with over 20 Years Experience | 9 | 14.3% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Beginning Teachers | 42,147 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 1-5 Years | 44,491 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 6-10 Years | 48,600 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 11-20 Years | 53,952 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with over 20 Years Experience | 64,611 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Staff with less than a bachelor's degree | 6 | 7% | |
| Staff with Bachelor's degree as highest level attained | 68 | 88% | |
| Staff with Master's degree as highest level attained | 11 | 14% | |
| Staff with Doctoral degree as highest level attained | 0 | 0% | |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staff at Domingo Trevino Middle School is a staff that has a turn over rate of about 5 teachers a year.

Due to the turn around of teachers, is imperative that staff development occurs on an ongoing basis for the new teachers to the campus.

Aside from the turn around of teachers, more than half of our staff have 10 or less years teaching experience. While DTMS has an outstanding teaching staff, our teachers are not veteran teachers with over 10 years and they need to receive the instructional support whether it be with professional development or resources. Our campus is not a neighborhood school and so therefore the travel for some of our teachers can be far. The commute for the teachers can at times be a factor.

District Name: LA JOYA ISD
Campus Name: IRENE M GARCIA MIDDLE
Campus Number: 108912046

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 811
Grade Span: 06 - 08
School Type: Middle

| <u>Staff Information</u> | <u>Campus</u> | <u>District</u> | <u>State</u> |
|--|---------------|-----------------|--------------|
| Average Years Experience of Teachers: | 11.4 | 10.6 | 11.0 |
| Average Years Experience of Teachers with District: | 10.1 | 8.7 | 7.5 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$46,392 | \$45,818 | \$44,540 |
| 1-5 Years Experience | \$47,077 | \$47,090 | \$46,575 |
| 6-10 Years Experience | \$51,142 | \$50,319 | \$49,127 |
| 11-20 Years Experience | \$54,785 | \$54,320 | \$52,640 |
| Over 20 Years Experience | \$67,734 | \$66,618 | \$59,787 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$53,523 | \$52,291 | \$50,715 |
| Professional Support | \$58,309 | \$61,225 | \$59,791 |
| Campus Administration (School Leadership) | \$76,606 | \$74,125 | \$74,292 |
| Instructional Staff Percent: | n/a | 60.4% | 64.6% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 11.4 | 2,090.1 |

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | | | | | | | 274 | 285 | 299 | | | | | |

Part 6: Teachers to Be Served with Grant Funds.

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | | | | | | | 30 | 28 | 28 | | | | | |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya ISD establishes comprehensive needs assessment (CNA) parameters based (primarily) on the student's needs. We believe that a data-based, purposeful approach will yield students whose strong educational development will enable them to have a more successful future. Therefore, our CNA process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation, establishment, and execution.

The processes in place to identify priorities (needs) center on sound evaluation. To gather data that contains integrity, a mixed method design is used (Creswell, 2003). All genres of performance-based data, those which fundamentally lie within the realm of quantitative inquiry form the core of decision-making. Quantitative research involves the collection of numerical data to explain, predict, and/or control phenomena of interest (Gay & Airasian, 2002). Realizing that the affective domain of our stakeholders is as important as numerical data, our evaluation also involves post-positivist methods (or qualitative, as described by Lincoln and Guba, 1985) which permit us to focus on particular issues and study *those* in depth (Gall, Gall, and Borg, 2003). All together, the evaluation process encompasses a triangulated methodology which yields specific priorities. Findings from our CNA give rise to critical needs. We operationalize critical needs differently from year to year, as these are based on results from ongoing assessments.

The specific components of our CNA align very closely to the TEA recommended methodology developed by Region XX. In fact, our process aligns with the Texas Comprehensive Center approach, but enhances/expands on several areas. To meet the federal and state mandates, our LEA and campus-based committees analyze mixed-methods data in the following programmatic areas: DMAC, Agile Mind, Brain Pop, Communities in School, Family Literacy Program, Fast Forward, iStation, Math Renaissance, Multimedia, Pearson Digital, Read 180, Reading Renaissance, Scholastic Red, Valued Youth Program, and WOW. In addition, data from the following departments is analyzed: Parental Involvement, Migrant Dept, Professional Development, Inst. Technology Dept, Bilingual Dept, Safe and Drug Free Schools, Academies Dept, Adv. Academic Serv. Dept, CTE Dept, 504/Dyslexia Dept, Early Childhood Dept, Special Ed. Dept, Safety and Security and Drop Out Prevention Dept. In terms of specific campus-based analytical data, sources include STAAR, AYP, TAPR, PBMAS, ACT Aspire, SAT, Report Card Grades, End of Course Exams, Six Weeks Grades, Benchmark Data, program-based Pre/Post Tests, , Attendance Reports, and others.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation
☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround
☐ with Rural LEA Flexibility modification

☒ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After being notified by the district's grant coordinator of our campus qualifying to apply for Texas Title 1 Priority Schools Grant, Cycle 4, our administrative staff began to research what whole school reform programs were available. Due to our student population and test data, we found that our campus needs a model that will target all students. With most of our students not at grade level, our campus needs a program that will help all students not only be successful, but be high achievers. The whole school reform will help in providing the programs designed to accelerate the academic development of the struggling students while ensuring the non-struggling students continue to learn the skills and strategies they need to read, comprehend and analyze.

The Success for All whole-school reform model has a strong track record when it comes to academic success progress for students at all levels of proficiency, including students in the lowest economically disadvantaged communities. With the Success for All approach, the school community culture will be transformed, along with the academic performance of your students. The Reading Edge Middle Grades, specifically, will use systemic reading instruction to better target the needs of the learners. The PowerTeaching Math program will empower students to work together to gain a better understanding of their own learning through practice and evaluation. The Schoolwide Solutions program will provide the school with resources that provide structures to help improve behavior management strategies, parent and community involvement, attendance, and interventions for troubled students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- La Joya Independent School District consulted with relevant stakeholders (students, staff, parents, community) regarding the 2015-2020 Texas Title 1 Priority Schools Grant Program application and the implementation of the Transformation school intervention model which was selected by the stakeholders.
- La Joya Independent School District's Superintendent, Dr. Alda Benavides, received information through the Texas Education Agency about the Texas Title 1 Priority Schools Grant
- La Joya Independent School District's Decision Making Team convened and discussed the Narrowing Questions which assisted in determining that the Whole-School Model was the model which would be implemented.
- This information was then taken to the Campus Site-based Decision Making Team.
- Parents are part of the Site-based Decision Making team. They were informed and asked for their input.
- Channel 17 Spots will be arranged to inform the general public in English and Spanish about the grant.
- La Joya ISD Grant Development Web Page will post the grant applications once the NOGAs come in and the negotiations with Texas Education Agency are complete.
- Campus meetings are being held.
- After School Meetings are being held at the campuses.
- Web page updates are being uploaded at the campus websites.
- Team Leaders' Meetings have been held as this grant progresses.
- Selected campus' teachers and staff were asked to provide email feedback and suggestions for grant funds. The results were compiled and shared with the grant writers.

It was evident to the planning committee and stakeholders involved that the school was failing in the areas of reading and math, and in need of improvement. While data showed that students fared moderately well in the early years, the proficient to non-proficient ratio progressively got worse as students moved from one grade level to the next. This was evident when looking at historical data as well. There appeared to be a systemic breakdown in reading and math instruction and student skills acquisition.

Stakeholders serving on the planning committee determined that corrective action was needed in the areas of instructional delivery methods, community/parent involvement and support, and intensive professional development that would support school reform. The planning committee made the recommendation to pursue School Improvement Grant funding and decided on the Whole-School Reform Model as the best opportunity for success and improvement. Additional meetings were conducted and the Success for All Foundation was deemed the most appropriate partner for whole-school reform.

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Schedule #14—Management Plan

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|----|--|--|--|
| 1. | District Coordinator of School Improvement (DCSI) (required) | Facilitate and oversee the program and grant implementation | Master's Degree from accredited University or higher; Standard Principal, Assistant Principal, Mid-Management or other appropriate Texas certificate; five years' experience in administration ILD/PDAS Certified Preferred but not required, other qualification as deemed necessary or acceptable by the Board; Five years of classroom teaching experience, knowledge of curriculum and instruction, effective organizational, communication and interpersonal skills; well-versed in current educational research; grant writing/management and data submission experienced required |
| 2. | Students | Actively participate in the program provided | Enrolled at D. Trevino Middle School in either 6 th , 7 th or 8 th grades. |
| 3. | Parents | Support the students and campus in the implementation of the grant and program | Have student(s) that attend D. Trevino Middle School |
| 4. | Community Members | Support the students and campus in the implementation of the grant and program | |
| 5. | Teachers | Implement the program with fidelity | Bachelor's Degree; Valid Texas teaching certificate with required endorsements for subject and level assigned; Be knowledgeable in effective schools research, principles of accreditation standards, and Texas Education Agency requirements. Additionally, be knowledgeable in teaching techniques and methodology, in the physical, mental and emotional child development process, and special needs of exceptional learners. |
| 6. | LEA and Campus-Based Administrators | Oversee and ensure implementation of the program and grant | Master's Degree from accredited University or higher; Standard Principal, Assistant Principal, Mid-Management or other appropriate Texas certificate; five years' experience in administration ILD/PDAS Certified Preferred but not required, other qualification as deemed necessary or acceptable by the Board; |
| 7. | LEA and Campus-Based Support Staff | Support faculty and staff in the implementation of the program and grant | High School Graduate, GED or higher; Ability to type with maximum accuracy 50 words per minute; Ability to use correct English, grammar, spelling & punctuation; knowledge on the basic accounting principles, budgets, purchase orders ;ability to follow oral & written instructions |

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|-----|------------------------------------|---|---|
| 1. | Success For All | Developer of the whole school reform model to be used | Meets What Works Clearinghouse evidence standards with or without reservations; Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse |
| 2. | Success For All School Facilitator | To create a solid support structure for teachers and to help ensure, effective, high-quality Success for All implementation | Master's Degree from accredited University or higher; Standard Principal, Assistant Principal, Mid- Management or other appropriate Texas certificate; five years' experience in administration ILD/PDAS Certified Preferred but not required, other qualification as deemed necessary or acceptable by the Board; |
| 3. | SFA Coach | SFA Coaches will provide professional development and support in all aspects of implementing the whole school reform model. | In depth knowledge of the SFA whole school reform model, strong background in reading instruction, teacher certification, multi-year teaching experience |
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LEA Support Services Monitoring of Domingo Treviño Middle School

First, the LEA will come together as a campus and review campus data for the previous school year. Staff will be surveyed on current practices and procedures that helped get our campus to the place we are currently at. Staff will be surveyed on whether the implemented practices were beneficial to student learning. Next, a team of staff will visit other campuses implementing the transformational model and report to home campus staff what practices are making the greatest impact on student learning at sites visited. The team would then make recommendations as to needed changes in practices, programs, scheduling, and/ or classroom procedures they feel would improve student academic success. Finally, stakeholders will make the decision as to what procedures and programs would be implemented that would have the greatest impact on raising academic achievement.

Academic Performance and Quality Data

To monitor student academic performance, reports generated from: DMAC, Renaissance Learning, Pearson Educational Materials, district benchmark exams, state STAAR exams, TELPAS scores, and Read 180 results will be reviewed at grade level, department, and faculty meetings to ensure continuous progress. After data disaggregation, changes and interventions will be made to facilitate academic improvement.

Leadership Effectiveness

To monitor leadership effectiveness, surveys of students, parents, and staff will be conducted to ensure that all initiatives have made a positive impact on student learning.

Learning Time

To monitor learning time, grade level team leaders will keep sign-ins and agendas of weekly planning sessions. Grant coordinator and campus administration will review instructional lesson plans weekly to ensure an instructionally focused calendar is being implemented.

Parent/ Community Involvement

To monitor parent/ community involvement, sign in sheets and parent logs will be kept to check attendance. To increase parental visits at the campus, parents will be surveyed for feedback on session agendas, functions, and meetings.

School Climate

To monitor school climate, surveys will be given to students and staff to determine if scheduled extra/ co-curricular activities or classes are proving to be helpful academically and emotionally. Results will be reported to Campus Site Based Decision Making Committee and campus administration. Changes will be made to improve on any activity lacking initiative or success.

Teacher Quality

To monitor teacher quality, previous year's teacher retention percentages will be compared to the current year's totals to gauge the impact on retention of veteran quality teachers. The campus grant coordinator and administrative staff will review this information and discuss with LEA ideas on ways of improving retention rate.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya Independent School District will sustain campus reforms once the grant funding expires through the continuation of specific operating funds, professional development support, specific utilization of to-be-empowered staff, and embracing the newly established parental and community resources. Through these reforms we will continue to have students maximizing their learning potential. What La Joya Independent School District will not sustain are positions currently brought in under this grant, such as the campus grant coordinator, grant teachers, support staff, district shepherd, book keeper, etc.

Specific campus practices that will continue after the grant expires: Domingo Treviño Middle School will continue to look at data on a continual basis to ensure maximum learning potential is being met and to make needed changes as warranted to improve academic performance. Parents and community members will continue to be an integral part of our school makeup and site based decision making committee. Flexible scheduling and precise instructionally focused calendar will be kept as a foundation on which teachers and staff can base their monitoring of instruction.

With the professional development The Success for All Foundation will provide, Domingo Treviño Middle School will build strong internal capacity to be able to sustain the implemented strategies to improve student achievement. The additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model will definitely help make the sustainability possible. GREATER Coaching provides schools with the resources to build the internal capacity needed to sustain the whole-school reform model in later years, with minimal support from SFA. SFA slowly lessens the professional development throughout the five year implementation so that the campus will work more on refinement of the implementation. By the end of Year 5, Domingo Treviño Middle School will decide on the level of association with SFA. It is expected that Domingo Treviño Middle School be well positioned to support the refinement of the model with their own staff and only minimal support from SFA.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our school philosophy and leadership structure with the guidance of campus administrators, teachers, students, community members, and parents will be working towards one shared goal. All of these stakeholders, with the one common focus to improve student achievement through research based curriculum and practices, will work collegially and collaboratively. We will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity and having the intended impact on student achievement. If we are not getting the results needed, these initiatives will be modified and realigned to campus goals. Through the use of rigorous, transparent, and equitable evaluation systems for teachers and students, we will ensure this occurs. In addition, we will take into account data of student academic growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement. The continuous use of student data such as formative, interim, and summative assessments will be used to inform and differentiate instruction in order to meet the academic needs of individual students. Additional supports and professional development for teachers and administrators in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.

We will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; foreign language, science, and mathematics courses or thematic learning academies) that prepare students for college and careers, including providing appropriate supports designed to ensure low achieving students can take full advantage of these programs and coursework.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The disaggregation of data will include, but is not limited to: departmental meetings, instructional target discussions, development of engaging high cognitive lessons, review and analyze six weeks assessments and district benchmark data, review and analyze STAAR and TELPAS scores to improve instruction, progress monitoring of LEP and Special Education student populations, and formative assessments to determine growth. Furthermore, Domingo Treviño Middle School committee meetings will focus on student performance, campus surveys, and student testing data. We will focus on attaining all state and federal standards as well as reducing discipline referrals, improving school climate, aligning academic curriculum, and completion of grant assurances. Proper documentation will be maintained to show evidence of the development of goals through: agendas, meeting sign-in sheets, and surveys. The groups participating in the development of performance goals are all stakeholders in this grant. The LEA, Parents, Teachers, Students, Community Members, and Staff worked collaboratively to develop goals for greatest student academic success. The campus grant administrator along with campus administrators will ensure that proper committees are formed with each stakeholder in mind so that the appropriate data, surveys, and input is gathered from each group respectively.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Domingo Treviño Middle School teachers and administrators will hold monthly department and faculty meetings to review and evaluate the grant to ensure initiatives are being addressed in the recommended timeframe. During these meetings, staff will discuss grant assurances, activities, funding, and impact on student learning. All formative evaluations of grant activities, such as surveys, student testing data, and activity attendance reports, will be reviewed to assess impact on student learning and grant implementation. If some aspect of the grant campus activities are found ineffective or lacking in helping our students achieve success, staff will come together to study possible improvements that will enable program success. LEA, campus administrators, grant coordinator, and SBDM committee will review suggested improvements and take appropriate action. This process will be an ongoing one for the duration of the grant period. These meetings will ensure there is a direct line of communication between the LEA and the campus. Together, all will review ideas and suggestions and proceed with decisive action.

Data collection for formative evaluations will come from:

Qualitative:

Campus Teacher Surveys, Campus Administrator Surveys, Classroom Observations, Parent and

Student Surveys

Quantitative:

AYP, TAPR, TELPAS, TPRI, PBMAS, STAAR, Six weeks grades, end of course exams, benchmark data,

Attendance reports

Student Testing data will be reviewed continually throughout the grant period using existing tools and reports.

Regular teacher attendance reports will be generated using the district's online absence reporting system, Smart Find Express. Reports will be reviewed by grant coordinator and campus administrators to determine whether or not attendance is improving.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. As a result, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.

The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.

The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers.

The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LEA, Grant Program director, and campus administration will create an objective evaluation tool in order to assess:

- Targeted training for teachers and administrators- Following each training session or professional conference attended, surveys will be conducted to evaluate staff member's perception of the training and its possible impact of student learning. Additionally, classroom observations will be conducted specifically to observe and measure the level of implementation of any strategies on which staff was trained.
- Parental Satisfaction- Parents will be surveyed to measure their level of satisfaction with implemented programs and school activities.
- Student Satisfaction- Surveys will be administered to all students participating in extra/ co-curricular activities, as well as enrichment and tutorial classes to determine effectiveness and satisfaction with program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|-----|--|
| 1. | SFA consultants and school leaders will continue a review of district/school policies and procedures, and provide advice and possible solutions to school-design issues such as school calendar and schedule development, budgeting, Board of Education (BOE) and collective-bargaining agreement issues. |
| 2. | SFA consultants will conduct an initial two-day assessment with district/school leadership, community organizations, collective-bargaining organizations, and BOE representation. This assessment will allow consultants and district/school leadership to continue developing the plan for full implementation in Year 2. |
| 3. | SFA coaches will present workshops for the superintendent, principal, SFA facilitator, and the Schoolwide Solutions coordinator. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA approach. |
| 4. | SFA coaches will conduct a Leading for Success planning kickoff meeting with the school's Leadership team. This meeting will be in preparation for the program-introduction workshops that will be conducted for the full staff in Year 2. |
| 5. | SFA coaches will present introductory workshops for the staff responsible for implementing the Schoolwide Solutions component. |
| 6. | Implementation begins for the SFA component: Schoolwide Solutions. Family/Community outreach under Schoolwide Solutions will include communicating the emerging vision for change and the transformations taking place in the school and the role each stakeholder will play in its success. |
| 7. | SFA coaches will visit each school throughout the year to provide coaching related to the Schoolwide Solutions component. |
| 8. | During visits, coaches will review progress and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders |
| 9. | Principal, SFA Facilitator, Schoolwide Solutions Coordinator attend three-day Experienced Sites Conference. |
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
 Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time, Domingo Trevino Middle School does not have funding source like the TTIPS Cycle 5 Grant. Unfortunately, the decrease in state and federal funds has made it very difficult to implement programs that could systematically develop strong teachers. La Joya ISD does, however, provide intensive staff development for all teachers. Teachers are continually provided with the most current innovative resources. Teachers at the Domingo Trevino Middle School already use some of the programs and initiatives that would be enhanced by the TTIPS grant.

If awarded the TTIPS Grant, the programs and initiatives already in place will be enhanced by the more extensive staff development and the Success for All curriculum and coaching. Teachers and staff will also have the technology in their classroom to better provide engaging lessons in the classroom.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

N/A

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model
selected for modification:

N/A

Description of the
modification:

N/A

How intent of the original
element remains/will be met:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

N/A

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

N/A

Describe how the evaluation system was developed with teacher and principal involvement:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION**, **TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

N/A

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

N/A

Describe the criteria established for educator removal:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The whole school reform model that will be in place will have the non-academic, social-emotional, and community oriented comments and services for all students.

Non-academic:

Students will be provided the opportunity to participate in extra curricular activities after school. We will provide a program where classes like cooking, computers, music, sewing, and, arts and crafts will be available for students to participate in. Along with these activities, students will be able to join athletics, band, orchestra, choir, and theater arts among other activities.

Social-emotional:

A school wide behavior plan will be designed and implemented based on the data and needs of the campus. All data regarding discipline and behavior will be studied in order to assess behavior hot points and determine appropriate interventions for improvement. This approach includes:

- behavior tracking mechanisms
- proactive Behavior Management
- behavior management workshops
- end-of-year data reviews to update plans
- Getting Along Together is the Success for All Foundation's schoolwide social problem-solving curriculum. Implemented throughout the year, these classroom resources teach students to think critically, productively solve problems, and work cooperatively in teams.
- Attendance
- Community Connections
- Structured individualized student interventions to help individual students who are identified as having difficulty.

Community –oriented:

The campus will establish a committee to help encourage productive relationships between teachers, students, and parents. This parental involvement team lead by our campus parental involvement liaison will set realistic expectations for reaching parents, educate them on the daily happenings of the school, and create opportunities to build partnerships to support learning.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

N/A

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

N/A

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of new staff hired for work in the turnaround model implementation:

N/A

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

SUCCESS FOR ALL

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

Research on the Success for All middle school program was reviewed by the federally funded What Works Clearinghouse. No middle school program was given a higher rating for research quality and effectiveness. (Chamberlain, Daniels, Madden, and Slavin 2007)

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

The study used a mixed methods approach, including a randomized experimental design complemented by intensive classroom observations. This combination of methods allowed researchers to understand achievement within specific school contexts. Schools were recruited in spring, 2005. In exchange for their participation, they received all Reading Edge materials and training at no cost. Those teachers and students assigned to the treatment group received materials and support immediately, while those in the control group will receive the same materials and training in fall, 2008 (a delayed treatment design). In the study year, control groups were provided with books or assessment materials related to programs they were already using. Prior to the 2005-06 school year, both schools allowed researchers to randomly assign 6th grade teachers to treatment (The Reading Edge) or control conditions. Incoming 6th graders were stratified by state reading assessment levels, then gender and ethnicity. Within strata, students were randomly assigned to treatment or control conditions. Students were pretested within the first four weeks of school, and then posttested in spring, 2006.

The Reading Edge program was implemented in two majority-White, high-poverty, rural middle schools, one in Ronceverte, West Virginia and one in Interlachen, Florida. The West Virginia school served a student population in which 50% of students qualified for free lunch, and in which 95% of students were White, 4% African-American, and 1% Native. At the Florida school, 69% of students were eligible for free lunch, and the student population was 75% White, 8% African-American, 13% Hispanic, and 1% Asian or Native.

Initial analyses showed that random assignment produced equivalent groups. There were no differences at pretest on the SRI ($F(1, 403) < 1$, n.s.), and chi square analyses showed no experimental/control differences in race, free lunch eligibility, or special education status. Posttest Gates achievement data were analyzed using analyses of covariance (ANCOVA), with SRI pretest scores as covariates. There were significant experimental/control differences at posttest on the Vocabulary subscale of the Gates ($F(1, 402)=3.95$, $p=.048$), controlling for pretests. The Comprehension subscale did not show significant differences ($F(1, 402)=1.99$, $p=.16$), and the Total score indicated a difference in favor of the Reading Edge with marginal statistical significance $F(1, 402)=3.55$, $p=.06$). Effect sizes (differences in adjusted means divided by the unadjusted control group standard deviations) were modest: Gates Total ($ES=+0.14$), Gates Comprehension ($ES=+0.11$), and Gates Vocabulary ($ES=+0.14$). A difference of +0.14 would be equivalent to increasing a test score from the 50th to the 56th percentile.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:***Improve the Instructional Program***

| Planned Intervention | | Description of Grant Costs to Support Intervention (Budget Narrative) |
|----------------------|--|--|
| 1. | Provide staff development specifically geared towards bridging the academic gap for LEP and Special Education student populations requiring additional support and intervention. | Implemented through the Success for All Program Model. |
| 2. | Purchase classroom libraries for core subject area classrooms that are varied genres, but content specific. | Budget allocations to address this component have been established through materials and supplies. |
| 3. | Purchase technology items like interactive whiteboards, multi-media projectors, and document readers and provide the required training for the full implementation of such equipment to create high interest/ higher level cognitive classrooms lessons. | Technology items address in budget item 66XX to include classroom mobile cards, ipad carts, laptops, desktop computers as well as TI graphing calculators and technology that will prepare students to master their academic state assessments. |
| 4. | Train three reading staff members on Scholastics' intensive phonics reading program System 44 for struggling readers in need of critical intervention. | Renaissance Learning /Reading Monitoring System Professional Development to provide students with intervention support and thus increase academic success on state assessments. |
| 5. | Offer LEP students small group instruction focusing primarily on building reading fluency, strengthening vocabulary, and increasing comprehension. | ASCPL Differentiating Instruction Professional Development for ELL student in order to ensure teachers and staff are able to provide ELL students with the required skill set to be successful on state assessments and thus complete graduation requirements. |

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Schedule #17—Responses to TEA Program Requirements

| | | |
|---|---|------------------------------------|
| County-district number or vendor ID: 108-912-049 | | Amendment # (for amendments only): |
| TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students. | | |
| <ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to increase teacher quality in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to increase teacher quality. | | |
| Use Arial font, no smaller than 10 point. | | |
| Critical Success Factor: | Increase Teacher Quality | |
| Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) | |
| 1. Schedule Curriculum Alignment Meetings to align TEKS to STAAR exam. | No cost associated from budget. Curriculum Alignment meetings to align TEKS to STAAR exam to take place during teachers and staff conference planning period utilizing Working on the Works, class strategies and professional development strategies. | |
| 2. Provide staff development on new state standards to increase rigor and enhance instruction in the classroom. | Model School Conference, Leadership Training, Professional Development as well as consultant services to evaluate level of rigor in all core subject areas classrooms (50 teachers) | |
| 3. Schedule teaching and administrative staff attendance at upcoming professional conferences and workshops focusing on the greatest areas of need such as the RTI Model, Differentiated Instruction, and Reading Styles. | Professional Development opportunities available in areas such as : <ul style="list-style-type: none"> ASCPL Differentiating Instruction for ELL PD Renaissance Learning / Reading Monitoring System RTI & Math Strategies Working on the Works Class Strategies Model School Conference Technology Integration Trainings Success for all FOUndation | |
| 4. Provide incentives for faculty and staff for attendance and for acquiring additional professional development above the district and state requirements in the areas of Math, Reading, Science, Social Studies, or Technology. | Teacher incentives. | |
| 5. Purchase professional academic material for staff to conduct book studies emphasizing proven strategies that helped students become better learners. | Reading materials budgeted to conduct book studies. | |

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-049

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Leadership Effectiveness*****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1. Provide administrative team opportunities for PD in instructional leadership

Budget allocation was made to provide leadership teams with the opportunity to attend state conferences such as Model School Conference and other Professional Development opportunities that will enhance student achievement.

2. Administrative team will engage in PD book talks

Resources were allocated to allow the acquisition of literary material to conduct Professional Development Book Studies that will have a direct impact on student achievement as a result of the increase content knowledge base of the administrative team.

3. Provide administrative team PD in core content areas to build capacity as instructional leaders.

The necessary budgetary allocations were assigned to permit teachers and staff in the at need areas with opportunities to attend professional development and leadership conferences.

4. Allocate funding to cover travel expenditures to leadership conferences. Stipends will be pd for people attending.

5. Provide administrative team PD on discipline & positive behavior interventions.

Professional Development on discipline and Positive behavior built in within the scope of the grant to ensure student academic success.

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| County-district number or vendor ID: 108-912-049 | | Amendment # (for amendments only): |
| TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students. | | |
| <ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase use of quality data</i> in order to achieve increased academic performance. Provide a <u>description</u> of grant costs named in the Budget Schedules, indicating how costs will support the intervention to <i>increase use of quality data</i>. | | |
| Use Arial font, no smaller than 10 point. | | |
| Critical Success Factor: | Increase Use of Quality Data to Inform Instruction | |
| | Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) |
| 1. | Provide professional staff development on the use of data software programs in Reading, Math, Science, and Social Studies to fully interpret individual student scores. | Allocations for technology equipment / hardware and software are made to ensure teachers, students and staff maximize learning in an environment that is engaging and mirrors that of real world on the job scenarios. |
| 2. | Designate additional planning time afterschool and Saturdays for teachers to meet and disaggregate student data and plan appropriate lessons designed to target students' areas of need. | Budget was allocated to extra duty pay to ensure teachers are able to work before/after/and Saturdays to meet and disaggregate student data in order to plan appropriate lessons that target students specific areas of need. |
| 3. | Students track their TEKS performance on summative assessments. | Students create Data portfolios where they become owners of their own performance by learning how to analyze their performance on state assessments over time. |
| 4. | | |
| 5. | | |

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| County-district number or vendor ID: 108-912-049 | | Amendment # (for amendments only): |
| TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students. | | |
| <ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase learning time</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase learning time</i>. | | |
| Use Arial font, no smaller than 10 point. | | |

| Critical Success Factor: <i>Increase Learning Time</i> | | Description of Grant Costs to Support Intervention (Budget Narrative) |
|--|----------------------|--|
| 1. | Planned Intervention | Work with Master Scheduler and district Executive Director of Secondary Education to ensure instructional time is maximized to provide intervention and enrichment time in reading and math. |
| | | Increase scheduled time to allow for both intervention and enrichment in reading and math. |
| 2. | | Create extended day co-curricular classes that will entice students to attend school during the regular instructional day. Classes like robotics, graphic design, computer animation, martial arts, photography, and others that will motivate and give students opportunities to apply and expand their learning. Provide the required materials and resources to ensure success. |
| 3. | | |
| 4. | | |

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TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement*.

Use Arial font, no smaller than 10 point.

| | |
|---------------------------------|---|
| Critical Success Factor: | Increase Parent/Community Engagement |
|---------------------------------|---|

| Planned Intervention | | Description of Grant Costs to Support Intervention (Budget Narrative) |
|---|--|---|
| 1. | Establish a Parent's Corner on campus website to keep parents informed of campus events, timelines, and expectations. | Budget will be maximized to ensure campus website is constantly updated providing parents with important campus events, timelines and student academic expectations. Additionally, ParentLink will be utilized to communicate with parents via phone/email/text of upcoming events, testing dates, meet the teacher night, report card night...etc. This tool will ensure the school becomes a constant presence in the parent's home and information base regarding their child. |
| 2. | Provide technology classes for parents that will strengthen the the school/home connection. | Self-sufficiency technology parent classes will be provided to ensure parents are able to assist their child with homework as well as to ensure parents keep students in a safe virtual environment. |
| 3. | Post Texas Title 1 Priority Schools Grant on campus website to give all stakeholders full and immediate access. | Once TTIPS Cycle 5 grant Notice of Grant Award is received, NOGA as well as copy of grant application will be placed on district's webpage in the La Joya ISD www.lajovalisd.com home page. |
| 4. | Invite parents and community members in to the campus on a monthly basis for formal and informal events to familiarize them with both the campus and the staff to provide opportunities for input on campus events and activities. | Parents and community members will be welcomed into campus to witness the success of students, through meet the teacher night, fiesta de padres... etc. |
| 5. | Host Family Literacy Nights for students, parents, and community members that will incorporate literacy with cultural and historical events. | Family Literacy Nights for students parents and community will be coordinated through the Library Science Department to engage parents and community involvement. |
| Schedule #17—Responses to TEA Program Requirements | | |
| County-district number or vendor ID: 108-912-049 | | Amendment # (for amendments only): |
| TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE | | |
| Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for | | |

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| all students. <ul style="list-style-type: none"> List the key interventions the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>. Use Arial font, no smaller than 10 point. | | |
| Critical Success Factor: <i>Improve School Climate</i> | | |
| | Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) |
| 1. | Campus implements Positive Behavior Intervention & Support (PBIS) system. | The campus will implement Positive Behavior Intervention & Support (PBIS) system and will ensure all teachers, staff and administrators receive Professional Development in the subject at least once per semester through the Office of Student Services. |
| 2. | Staff participates in Organizational Health Institute (OHI). | The campus will participate in Organizational Health activities once per school year by completing surveys and questionnaires as well as by providing feedback to Principal. |
| 3. | Initiate positive rewards program for staff members. | The campus will initiate a positive rewards program for staff members by creating a FUN Committee that will be in charge of organizing and celebrating teacher successes throughout the year on a rotation basis with other staff members. |
| 4. | Host celebrations for students meeting academic & attendance goals. | Good life celebrations will be held to reward students that are successful in meeting state assessments as well as campus academic requirements on scheduled basis. Schedules of good life celebrations to be posted (TBD). |
| 5. | Promote college readiness by allocating funds for student educational field trips, such as to in-state universities, museums, the zoo, birding centers, wild life refuge. | Field trips specifically designed to promote a College Going Culture will be arranged to ensure students start thinking about their goals upon high school entrance. |

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 108-912-049 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-912-049

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: 108-912-049

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Tuancy

| # | Strategies for Absenteeism/Tuancy | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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